



TABLE OF CONTENTS

Page 1 – HANDLING
PERFORMANCE ACTIONS

Page 4 – LETTERS &
MEMORANDUMS

Page 5 –DOCUMENTING
BY EMAIL

Page 6 – DECISIONS,
DECISIONS!!

Page 8 – BULLETIN
BOARD

Page 9 – ETHICS CORNER

Page 10 – TRAINING
OPPORTUNITIES

Page 11 – EMPLOYEE
RELATIONS DIRECTORY

HANDLING PERFORMANCE ACTIONS

You are just about at wits end because of a couple of your employees who can't seem to perform their duties satisfactorily, despite your best efforts to help them do so. Jerry has been with you for a long time. He used to be one of your best employees, but lately his performance has deteriorated considerably. You can't figure out why, since he is performing essentially the same duties today that he has been performing for years. Amy, on the other hand, who has worked for you ever since she began Federal employment 18 months ago, has never been able to perform her duties at a satisfactory level, despite the constant attention you have given her. If you had to rate both employees today, you would have to give both of them an unacceptable rating.

ARE THE PROBLEMS DESCRIBED ABOVE CONDUCT OR PERFORMANCE?

Jerry and Amy demonstrate two very common, yet very different, performance problems. Jerry was a satisfactory performer who, for some reason, became an unsatisfactory performer. Amy, on the other hand, has never performed satisfactorily, even during her probationary period. Both are performance problems, in the sense that required work is not being performed. Only Amy, however, has demonstrated that she cannot perform her duties satisfactorily, evidence of a true performance problem. Jerry has previously demonstrated that he is capable of performing his current duties satisfactorily, so inability to perform does not appear to be the issue. It is possible, of course, that a mental or physical problem, a change in technology, or some other change are responsible for Jerry's current performance problems, but it is also very possible that for some reason, he has simply decided not to perform his duties at a satisfactory level – a true conduct problem. (**Note:** It appears that Amy's supervisor missed an opportunity to terminate her during her probationary period. If an employee cannot perform satisfactorily during the probationary period, it is unlikely that he/she will be able to perform satisfactorily later since, again, the issue is inability to perform, not unwillingness to perform.)

WHY IS IT IMPORTANT TO KNOW IF THE PROBLEM IS INABILITY OR UNWILLINGNESS TO PERFORM?

When dealing with any work problem, it is always important to know what needs to be fixed. If the issue is conduct, you will want to use the mechanisms that have been established to deal with conduct problems. If the issue is performance, defined as the "inability to perform," you will have a choice of mechanisms you can use (described below), but again it is important that you know what needs to be fixed so that you can make a well informed choice.

Continued on Page 2

WHAT OPTIONS DO WE HAVE FOR DEALING WITH PERFORMANCE PROBLEMS?

Prior to 1979, this question was relatively simple. In 1979, however, Congress passed the Civil Service Reform Act (CSRA), which altered the process for dealing with performance cases. Today, as a result of this legislation, **performance cases** are processed under **5 Code of Federal Regulations (CFR), Part 432**, and **conduct cases** under **5 CFR, Part 752**. However, an agency does have options when dealing with performance problems. Subsequent to the passage of the CSRA, it was decided that **performance cases can be processed under either 5 CFR 432 or 5 CFR 752**. Each option has its advantages and disadvantages. Here are a few of each:

- **Advantages of Taking Action Under Part 432.** Advantages include (1) the **burden proof is not as great** since the evidentiary standard is “*substantial evidence*” (evidence that would cause a “reasonable person” to conclude that the employee’s performance, considering the record as a whole, was unacceptable) rather than, as in the case of conduct problems, “*preponderant evidence*” (a showing that there is more evidence to support than refute the charges), (2) the **penalty cannot be modified or lessened** by the MSPB, and (3) the **agency does not have to justify its penalty selection** (but it must still, of course, prove the charges).
- **Advantages of Taking Action Under Part 752.** Advantages include (1) the process is generally **less time consuming** than the Part 432 process since there is no Performance Improvement Plan (PIP) required, (2) there is **less risk of procedural error** since there are fewer steps in the process, (3) **disciplinary action can be taken for only one instance of misconduct**, whereas a pattern of poor performance must normally be established to take a Part 432 action, and (4) there is **no requirement for measurable standards** as there is under Part 432.

Of course, before action is taken under either Parts 432 or 752, informal actions such as additional training, clarifying performance expectations, and mentoring should be considered. Also remember that regardless of what part is used, a determination must be made that the employee’s performance is unsatisfactory.

WHAT PROCESS MUST BE FOLLOWED WHEN DEALING WITH PERFORMANCE PROBLEMS UNDER PART 432?

Supervisors should follow essentially the same steps that they would follow when dealing with a conduct problem – *identify and document* the problem, *discuss* it with the employee, and *take or recommend corrective action*. The only difference occurs at the corrective action stage of the process, where 5 CFR 432 requires a PIP. The steps in the Part 432 process are as follows:

1. **Document the Deficiencies.** Begin documenting as soon as a pattern of unacceptable performance is evident. To avoid delays, be certain that your documentation is legible and that it includes: (1) the *critical elements* that do not meet the required performance standard, (2) *specific examples of how the standards were not met* (should include the dates of the deficiencies, who noted them, and specifically how the performance did not meet the required standard), (3) if applicable, appropriate *instructions, guidelines and regulations*, and (4) *what the employee needs to do to improve*.
2. **Discuss the Deficiencies With the Employee.** Although the regulations do not specify how many times an employee must be counseled regarding his/her performance deficiencies before a *Performance Improvement Period (PIP) Letter* can be issued, counseling must be frequent enough to show that the he/she has had sufficient opportunity to improve.
3. **Help the Employee to Improve.** Work with the employee to improve his/her performance. Help may include coaching, on-the-job assistance, and formal training.



Continued on Page 3

4. Issue a Performance Improvement Letter (PIP). If an employee's performance does not improve to an acceptable level through job counseling, the employee must be issued a PIP letter. Here are a few things to remember in regard to this letter:

- ✓ *You do not have to wait until an employee's formal performance appraisal is due to make a determination regarding his/her performance.* This determination should be made as soon as the employee's performance standards are in place (90 days following their receipt by the employee), and as soon as it is evident that his/her performance is not improving through normal job counseling. *Note that a formal rating of record is not necessary – only a determination.*
- ✓ Agencies cannot use a PIP to either reduce or increase the standards of performance.
- ✓ A within-grade salary increase should not be granted during the PIP. Contact your servicing ERS for guidance regarding how to proceed if a within-grade increase is pending.
- ✓ *An agency action is generally based on documentation accumulated during the PIP.* Prior documentation is generally used to show that an agency had sufficient justification for placing the employee on the PIP, and can be cited as long as the deficiencies recorded occurred during a one year period ending on that date of the proposed adverse action.
- ✓ If the employee is *on approved leave* for a significant period of time during the PIP, you can extend the period to give the employee a reasonable time to improve.
- ✓ *If the employee demonstrates acceptable performance during the PIP,* the agency cannot extend the period. However, if the agency is unable to properly evaluate the employee during the original time set (e.g., if applicable work is not available) it may be justified in extending the PIP.
- ✓ You are not obligated to allow *union representation* at the meeting at which the PIP is presented to an employee, since the meeting is not disciplinary or investigatory in nature.
- ✓ Although there are no statutory time requirements for the PIP, they generally last 30 to 90 days, depending upon the complexity of the job, the ability to monitor the employee's performance, and other related factors.

5. Monitor Performance. During the PIP, performance should be monitored very closely, and deficiencies should be thoroughly documented and discussed with the employee. As is true prior to the issuance of the PIP letter, *there is nothing in the law that dictates how often an employee's performance must be observed during the PIP.* Again, however, it *must be often enough to show that the employee was given a fair opportunity to improve*, and often enough to accumulate sufficient documentation of unacceptable performance. At a minimum, the employee's performance should probably be reviewed once a week.

6. Take Appropriate Action. *If the employee's performance does not improve to an acceptable level during the PIP,* the documentation and a recommendation for removal, demotion or reassignment should be forwarded for action (these are the only actions permissible under Part 432). The most important documentation is that which records deficiencies that occurred during the PIP. *If the employee's performance does improve to an acceptable level during the PIP, but subsequently deteriorates,* it is not necessary to issue another PIP letter if the unacceptable performance resumes within one year from the date that the PIP letter was issued. In such cases, the agency may immediately take action to remove, demote or reassign the employee.

When confronted by a performance problem, the best thing to do is immediately contact your servicing employee relations specialist for guidance.

HOW IMPORTANT ARE WELL WRITTEN PERFORMANCE STANDARDS?

The answer to this question is easy – they are critical. Most appeals of performance actions taken under Part 432 are resolved in favor of the agency. One way to lose a case, however, is to have poorly conceived, poorly written standards – that is, standards that are not objective, measurable, attainable or reasonable. For assistance in preparing performance standards, call Craig Lambert, Human Resources Specialist, at 202/720-8034.

Letters and memorandums



In the last two bulletins, we looked at the *Leave Restriction Letter* and the *Memorandum Documenting a Meeting to Correct Conduct/Performance Problems*. In this issue, we will look at another letter – the *Performance Improvement Period (PIP) Letter*. The purpose of the PIP letter is to give an employee whose performance is unacceptable an opportunity to improve his/her performance to an acceptable level. As noted in the previous article, if the employee's performance does not improve to a fully successful level during the PIP, he/she must be removed, demoted or reassigned.

Supervisors should be discussing performance problems with their servicing employee relations specialist well before the PIP letter is issued. If a PIP letter is necessary, your employee relations specialist will help you prepare the letter.

Name/Title/Duty Station

Dear Employee:

On (date), I met with you to discuss your performance for the period (date) through (date). During the meeting, I advised you that your performance of job element (identify) did not meet a fully successful level. Since job element (identify) is a critical element, your performance for the period (date) through (date) is unacceptable. Therefore, in accordance with 5 CFR, Part 432, you will be given (30 to 90) days from the date that you receive this letter to improve your performance to an acceptable level.

In addition to our meeting on (date), I have met with you on several previous occasions to discuss your performance deficiencies. My records indicate that we met on (date), (date), (date), and (date). The following is a summary of the deficiencies that we have discussed, and that have resulted in your unacceptable rating for job element (identify):

LIST DEFICIENCIES. You may organize by date or according to the work activities to which they pertain. You may either include in this space, or may include as an attachment to the letter (in which case, the fact that the list is attached should be noted in this space).

During this performance improvement period, I will be monitoring your performance very closely. I will also be available to help you, in any way that I can, to improve your performance. The “fully successful” level of performance for element (identify) is stated as follows:

STATE STANDARD

The following are some suggestions for improving your performance:

LIST SUGGESTIONS

Your performance must improve to a fully successful level during the performance improvement period (PIP), and must continue at this level for at least one year from the date that you receive this letter. If your performance does not improve to an acceptable level during the PIP, or if your performance is not maintained at a fully successful level for at least one year from the date that you receive this letter, I will recommend that you be removed from your position.

If you have any questions concerning the contents of this letter (or the attached list of deficiencies), please call me at (number).

Supervisor

more performance stuff

In the **September** and **December 2003 Bulletins**, we published a number of comments that allegedly appeared in performance evaluations given by Federal supervisors. Since then some people have asked if we have more of these comments. We did not ask why they wanted more (nor do we want to know), but the answer is “yes.” Here they are (the previous disclaimers still apply):

- His employees would follow him anywhere, but only out of morbid curiosity.
- She’s been working with glue too much.
- He brings a lot of joy whenever he leaves the room.
- If you give him a penny for his thoughts, you’d get change.
- Takes her 12 hours to watch 60 Minutes.
- She would be out of her depth in a parking lot puddle.
- A gross ignoramus – 144 times worse than an ordinary ignoramus.
- She has a knack for making strangers immediately.
- He certainly takes a long time to make his pointless. (One of our personal favorites.)
- Has a photographic memory with the cap over the lens.

DOCUMENTING BY EMAIL

The use of email to document conduct and performance problems continues to be a problem in some cases. For example, email messages tend not to be as well thought out as traditional documentation, and often involve lengthy exchanges of information, some of which may be only indirectly related to the incident or problem and some which may not be related at all. This often results in confusion, delay and information that is irrelevant or even damaging to a case. When using email messages, keep the following in mind:

- ✓ **Limit the email exchange** to the persons(s) and incident(s) involved. Reference to other person(s) and incident(s) only confuses the record.
- ✓ **Do not** include opinions or other **information that you do not want to share** with the employee or his/her attorney or representative. At some point, all information related to the incident can be available to the employee.
- ✓ **Separate messages concerned with internal communication** about a situation from those actually pertaining to it. For example, you would not want to include a series of email messages that simply discuss how you want to go about gathering information.
- ✓ **If the number of email messages is extensive, prepare a short summary memorandum** to tie the various messages together, to identify the specific performance and conduct deficiencies involved, and to highlight the important information. By doing this, you will help prevent the identified deficiencies from being lost in the sheer volume of the documentation.

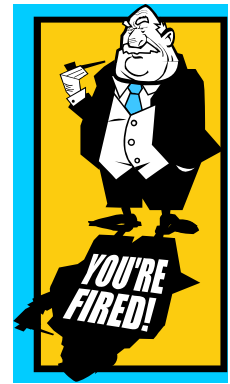
“If you don’t document employee problems, you don’t have employee problems.”

- Anonymous Administrative Judge -

DECISIONS, DECISIONS!!

IN THE DISCIPLINE PROCESS

Let's start out with a Pop Quiz. Don't worry, it's a multiple choice quiz and there are only three questions.



Pop Quiz:

1. Who makes the decision to issue disciplinary action to an employee? ____
2. Who decides what type of disciplinary action is issued? ____
3. Who actually issues the disciplinary action to the employee? ____

Choose from these answers:

- A. The employee's supervisor/manager.
- B. The employee's supervisor/manager.
- C. The employee's supervisor/manager.

As a supervisor or manager, you are faced with decisions on a daily basis. At some point in your supervisory career that decision may be to determine what action to take to correct an employee's misconduct. Your employee's misconduct could range from a failure to pay a government travel card balance in a timely manner to the distribution of an illegal drug on government property while on duty. Your decision on corrective action could be to issue a letter of reprimand or suspend an employee from duty for a week or two. At some point in your career you may even have to decide whether it is in the best interest of the agency to remove an employee from Federal service due to serious or repeated misconduct. That decision is never easy. However, it goes hand in hand with your responsibility to ensure employees comply with the agency's rules and regulations.

As an employee's supervisor, you will probably be the first one to notice a conduct problem involving one of your employees. Some times the problems are brought to your attention by another supervisor/manager, an employee or an Employee Relations (ER) Specialist. No matter how the problem is brought to your attention, you, as the employee's supervisor, will be the individual responsible for correcting the employee's misconduct. If the problem is too serious to address through informal means, e.g., verbal counseling, training, guidance, EAP or CPR; or these means have not been effective in preventing additional misconduct, you may need to take formal disciplinary action.

The Discipline Process – Management's Role

1. Identify and document the conduct problem. If you have taken disciplinary action in the past and/or have read past issues of the ER Bulletin, you are more than aware of the importance of good documentation. Just a quick reminder: Write or take statements early; include who, what, where and when; indicate what the employee said (using actual words and quotation marks, if possible) and did (citing specific actions observed); ensure the statement is signed and dated. If you want more information on documentation, see the articles in the February, June and September 2003 and December 2004 ER Bulletins. Do not collect statements in situations involving criminal activity or very serious misconduct. In these cases contact your servicing ER Specialist for advice.

Continued on Page 7

2. Ask the employee for his/her explanation. It is often a good idea to question the employee about the misconduct. What is his/her side of the story. (You know there are always two, sometimes even three sides!) The employee can provide an oral or written statement. If the employee would like to submit a written statement, give him/her a limited time (about 1 – 2 days) to provide you with the statement. Do not question an employee in situations involving criminal activity or very serious misconduct. In these cases contact your servicing ER Specialist for advice.

3. Take action to correct the misconduct. As the employee's supervisor, you are responsible for correcting his/her misconduct. Thus, you are now faced with a decision. What action will you take to correct the employee's misconduct? Will you issue a letter of reprimand? Propose a suspension? Or propose removal from the service? If your decision to correct the misconduct includes one of these actions, don't fear! Your servicing ER Specialist is never more than a phone call or email message away! Contact your servicing ER Specialist and provide him/her with the statements or documentation you have collected.

The Discipline Process – Employee Relations' Role

What do Employee Relations Specialists do to assist you in correcting disciplinary action?

1. Provide advice which allows you to make an informed decision on the appropriate corrective action to take. You will not always know right off hand what action you would like to take to correct an employee's misconduct. Your ER Specialist can assist you by providing the pros and cons of several different corrective actions. Sometimes you will know exactly what type of action you would like to take. In these cases, your ER Specialist can provide you with advice and guidance about whether the action you're requesting is the best for your situation. Remember, the final decision on what type of action to take is yours.

2. Act as a ghost writer by preparing disciplinary letters and notices for you. Armed with the documentation and statements you have provided, your servicing ER Specialist will prepare the disciplinary notice and evidence file for you. This will ensure that the document contains the appropriate language concerning employee rights and is accompanied by the appropriate attachments, e.g., evidence file, appeal forms, etc.

3. Represent the agency if the action is appealed to the Merit Systems Protection Board. An employee has the right to file an appeal with the Merit Systems Protection Board if his/her disciplinary action is removal, reduction in grade or pay, suspension for more than 14 days, or furlough for 30 days or less. An ER Specialist will represent the agency throughout the appeal process.

4. Assist you in responding to an administrative grievance. An employee has the right to file an administrative grievance if they receive a letter of reprimand or are suspended without pay for 14 days or less. Your ER Specialist will assist you in reviewing and responding to the grievance. Note: If the employee is covered by a bargaining agreement, your servicing Labor Relations Specialist will assist you with any union grievance the employee and/or union files.

SLEEPING ON DUTY – EXCUSES TO WATCH FOR

Here are some excuses that you may want to be on guard for if you catch an employees napping:

- **They told me at the blood bank that this might happen.**
- I was working smarter, not harder.
- **Whew! I musta left the top off the liquid paper.**
- Oh, I wasn't sleeping. I was meditating on our mission statement and envisioning a new paradigm.
- **This is one of the habits of highly effective people!**
- I'm actually performing the "Stress Level Elimination Exercise Procedure (SLEEP)" I learned at the last mandatory seminar you made me attend.
- **Darn! Why did you interrupt me? I had almost figured out a solution to our biggest problem!**
- Someone must've put decaf in the wrong pot.
- **Boy, that cold medicine I took last night just won't wear off!**
- Ah, the unique and unpredictable circadian rhythms of the workaholic.
- **I work much better with my eyes closed. I find that I'm much more attentive.**
(Okay, be honest, who did not use this one in the 8th grade?)

THE BULLETIN BOARD



STAFF CHANGES. We have had more staff changes this quarter – two departures and an arrival. **Jodi Hallstrom**, Minneapolis, accepted a position with the Food Safety and Inspection Service. Jodi was a member of the group that prepares and edits the ER Bulletin. **Margaret Brasfield**, Raleigh, accepted a position with the Defense Department. **Kelly Spence** has joined the AMS/GIPSA ERB staff, and will be responsible for the Cotton, Dairy, Poultry and Science & Technology programs. Kelly comes to us from the Postal Service.

THE ETHICS CORNER

ANNUAL OGE FORM 450, EXECUTIVE BRANCH CONFIDENTIAL FINANCIAL DISCLOSURE REPORT DUE OCTOBER 31, 2005



It's that time again! Employees in MRP (AMS, APHIS, and GIPSA) who meet the regulatory requirements for filing the Executive Branch Confidential Financial Disclosure Report, (OGE Form 450) should gather their financial information. The due date for filing is October 31. After examining a copy of their annual or new entrant 2004-2005 OGE Form 450, employees who are able to certify that they have no new interests and no change in their position and duties, may file an OGE Optional Form 450-A, Confidential Certificate of No New Interests (Executive Branch) in lieu of an annual OGE Form 450 this year.

There are several employees within MRP who server as the liaison to the mission area ethics advisor by assisting in distributing information to the OGE-450 filers in their program area. By October 1, 2005, all information on filing will be sent to the liaisons for further distribution.

All financial disclosure fliers must complete the annual ethics training each year. This year, the Department's ethics training modules are on AgLearn. Employees are encouraged to take the annual ethics training on AgLearn, because it is the primary system for tracking mandatory training.

If you have any questions, please contact Mary Royster, Mission Area Ethics Advisor at (202) 720-9858.

arachibutyrophobia

Here is a psychological problem that you may have, but may be totally unaware of – **arachibutyrophobia** (thanks to us, you're no longer unaware of it). According the 2005 "Fact or Crap" calendar (we cite only the most reliable sources in the ER Bulletin), "arachibutyrophobia" is the *"fear of peanut butter sticking to the roof of your mouth."* I know it will come as a huge relief to many of you who have agonized over this problem for years that this is a fear that you probably share with millions of people (not to mention all of the house pets who come in contact with peanut butter or other sticky substances on a regular basis).



TRAINING OPPORTUNITIES

Fundamentals of APHIS Human Resource Management (FAHRM)

(Required Training for New APHIS Supervisors in a Probationary Status)

The **Fundamentals of APHIS Human Resource Management (FAHRM)** Blended Learning course, complies with OPM and USDA requirements that **all new APHIS supervisors** demonstrate competency in Human Resources Management (HRM). The leadership competency requirements are listed under the heading of APHIS Leadership Effectiveness Framework (APHIS LEF) at the OPM website. The email address is www.aphis.usda.gov/mrpbs/index.html. At this screen, select “Training and Employee Development, Non-Technical Training.” The APHIS LEF is Appendix 2 of the Using Learning Contracts brochure listed.

The HRM performance requirements read: “ensures effective recruitment, selection, training, performance appraisal, recognition, and corrective/ disciplinary action; promotes affirmative employment, good labor relations and employee well-being.” FAHRM includes 40 hours of classroom instruction, over 12 hours of web seminars (using the telephone and the internet) and other self-paced, self-study learning required to meet the above stated requirements.

Application and Enrollment Procedures. The FAHRM Training Announcement for calendar year 2005 with course dates, locations, application and enrollment process, and APHIS 601, FAHRM course application, is found at the Training and Development website address:

www.aphis.gov/mrpbs/training_employee_development.html

The next FAHRM course will be held in **Savannah, Georgia** from **December 12 to 16, 2005** (40 hours of classroom instruction). **PLEASE NOTE** that the new expanded classroom hours are Monday to Friday, 8:00 a.m. to 4:30 p.m. Other pertinent information regarding this class is as follows:

Web Seminar Dates: August 8 - 12, 2005 – 1:00-3:30 p.m. ET

Deadline for Application: October 10, 2005

For Additional Information Contact:

FAHRM Program Manager, 301-734-8554 or betsy.m.guardiola@aphis.usda.gov

FAHRM Program Assistant, 301-734-5551 or Tanya.briscoe@aphis.usda.gov

In addition to the training opportunity listed above, we encourage you to take advantage of the many other training opportunities, offered through a variety of sources, which will help you to effectively carry out your supervisory responsibilities. The employee development staffs in the MRP agencies can help you identify such opportunities.

Previous issues of the Bulletin are available at www.aphis.usda.gov/mrpbs. Just click “Human Resources” and then “Employee Relations.” Questions, comments and ideas for future Bulletin articles can be directed to ER.Bulletin@aphis.usda.gov.

EMPLOYEE RELATIONS DIRECTORY

APHIS

Riverdale

Kathy Welsh, *Branch Chief* (301) 734-4414
Vacant, Assistant to the Branch Chief
Lucille Lorenzano, Secretary (301) 734-4414
Oris Brown, ERS – Plant Protection & Quarantine, Animal Care, Biotechnology and Regulatory Services in Headquarters (301) 734-4992
Michelle Parker, ERS(located in Raleigh) – Veterinary Services and other HQ programs not serviced by Ms. Brown (919) 855-7067
FAX: (301) 734-6351

Minneapolis/Fort Collins (Western Region)

Joan Carlson, *Team Leader* - Center for Veterinary Biologics, National Veterinary Services Laboratories (612) 336-3299
Milo Christianson, ERS - MRPBS-Minneapolis, Wildlife Services (ER), Wildlife Services (WR), Customer Training, Special Projects, MSPB Assistance (612) 336-3215
Vacant, ERS
Linda Hatfield, ER Assistant - National Agency Checks/Inquiries (NACI) (612) 336-3292
FAX: (612) 370-2297
Trudy Driver, ERS - Plant Protection & Quarantine (WR), Professional Development Center (PPQ), National Wildlife Research Center (WS) IES, Animal Care (WR) (970) 494-7417
Taryn McCaughey, Clerk (970) 494-7419
Rene Wing, ERS - Veterinary Services (WR), Centers for Epidemiology and Animal Health (970) 494-7416
FAX: (970) 494-7424

Raleigh (Eastern Region)

Robert Kraft, *Team Leader* (919) 855-7068
Eunice Aiken-Everett, ER Assistant (919) 855-7070
Inger Alston, ERS – Veterinary Services (ER), Animal Care (ER) (919) 855-7062
Yamira Moreno-Cruz, ERS – Plant Protection and Quarantine (ER) (919) 855-7066
Vacant, ERS
Vacant, ERS - IES, CPHST, PPQ Hub Employees in Raleigh
FAX: (919) 855-7074

AMS/GIPSA

Mark Leking, *Branch Chief* (202) 720-5721
Vondell Henson, *Team Leader*, APHIS International Services (202) 720-9039
Vacant, Administrative Assistant
Sandy Davis-Conway, ERS - Fruit & Vegetables, Tobacco (202) 205-3855
Keela Harris, ER Assistant (202) 720-1055
Kimberly Meyer-Chambers, ERS – GIPSA, Livestock & Seed, Transportation & Marketing (202) 720-9455
Mary Royster, ERS - MRP Ethics Advisor (Financial Disclosures, Outside Employment, Conflicts of Interest) (202) 720-9858
Kelly Spence, ERS – Cotton, Dairy, Poultry, Science & Technology (202) 720-5721
Jason Thomas, ERS – Fruit & Vegetables, Other (202) 690-3011
FAX: (202) 720-3039